

**THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE TOWARDS
STUDENTS' ENGLISH SPEAKING SKILL AT THE SECOND
SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 5 BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By:

ALYA KAYCA

NPM. 1611040276

Study Program : English Education

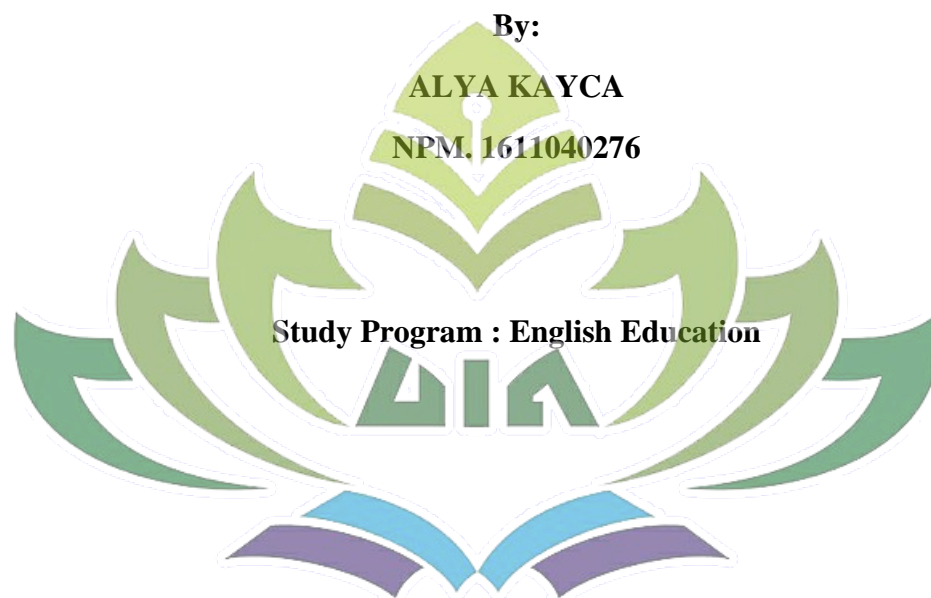


**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021**

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Advisor : Dr. M. Muhassin, M.Hum
Co-Advisor : Agus Hidayat, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
1441 H/2021 M**

ABSTRACT

THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE TOWARDS STUDENTS' ENGLISH SPEAKING SKILL AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

By:
ALYA KAYCA

Speaking is one of the biggest problems in English faced by the students in Indonesia. Based on the preliminary research, it showed that the students' speaking skill at the eleventh grade of SMA Negeri 5 Bandar Lampung were still low. In this research, Talking Chips technique was applied as the way for the students' to improve their speaking skill. Talking chips is one of the teaching techniques of cooperative learning. In this technique, students participate in a group discussion, then they have to give a token every time they want to speak until all the tokens they have are all used. The aim of this research is to know whether there is an influence of using Talking Chip technique towards students' speaking skill at the second semester of the eleventh grade of SMA Negeri Bandar Lampung in the academic year of 2020/2021.

This research was a quantitative research and pre-experimental design was used by conducting the treatment in three meetings. The population for this research was the eleventh grade of SMA Negeri 5 Bandar Lampung. The sample was taken by using cluster random sampling, and XI Science 3 was selected as the experimental class among the four classes in Science class, which consist of 30 students. One group pre-test post-test design were used in the research. Speaking test was used in pre-test and post-test. The data were taken from the test, and then they were analyzed by using N-gain test.

The results show that the mean score of pre-test is 63.26 and on the post-test is 79.33. Moreover, the analysis of the data calculation on N-gain test is 0.453 which is in the moderate category since $0.30 < g < 0.70$. Based on the results, It can be concluded that there is a significant influence of using Talking Chips technique towards students' English speaking skill at the second semester of the eleventh grade of SMA Negeri 5 Bandar Lampung.

Keywords: *Speaking skill, Talking Chip Technique, pre-experimental research.*



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

**Title : THE INFLUENCE OF USING TALKING CHIPS
TECHNIQUE TOWARDS STUDENTS' ENGLISH
SPEAKING SKILL AT THE SECOND SEMESTER OF
THE ELEVENTH GRADE OF SMA NEGERI 5 BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**

**Students' Name : Alya Kayca
Students' Number : 1611040276
Study Program : English Education
Faculty : Tarbiyah and Teacher Training**

APPROVED

**Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University
of Raden Intan Lampung**

Advisor

Co-Advisor

**Dr. M. Muhassin, M.Hum
NIP. 197708182008011012**

**Agus Hidayat, M.Pd
NIP.**

**The Chairperson of
English Education Study Program**

**Meisuri, M.Pd
NIP. 198005152003122004**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING TALKING CHIPS TECHNIQUE TOWARDS STUDENTS’ ENGLISH SPEAKING SKILL AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI 5 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021”** by: **Alya Kayca, NPM: 1611040276**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, June 3rd 2021.**

Board of Examiners:

The Chairperson : Dr. Melinda Roza, M.Pd

The Secretary : Septa Aryanika, M.Pd

The Primary Examiner: Fithrah Auliya Ansar, M.Hum

The Second Examiner : Dr. M. Muhassin, M.Hum

The Tertiary Examiner: Agus Hidayat, M.Pd

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 19640828 198803 2 002

DECLARATION

I am a student with the following identity:

Name : Alya Kayca

Student's Number : 1611040276

Thesis : The Influence of Using Talking Chip Technique towards Students' English Speaking Skill at the Second Semester of the Eleventh Grade of SMA Negeri Bandar Lampung in the Academic Year of 2020/2021

Certify this thesis is completely my own work. I am completely responsible for the contents of this thesis. Other writers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standard.

Bandar Lampung, April 19th 2021
Researcher,

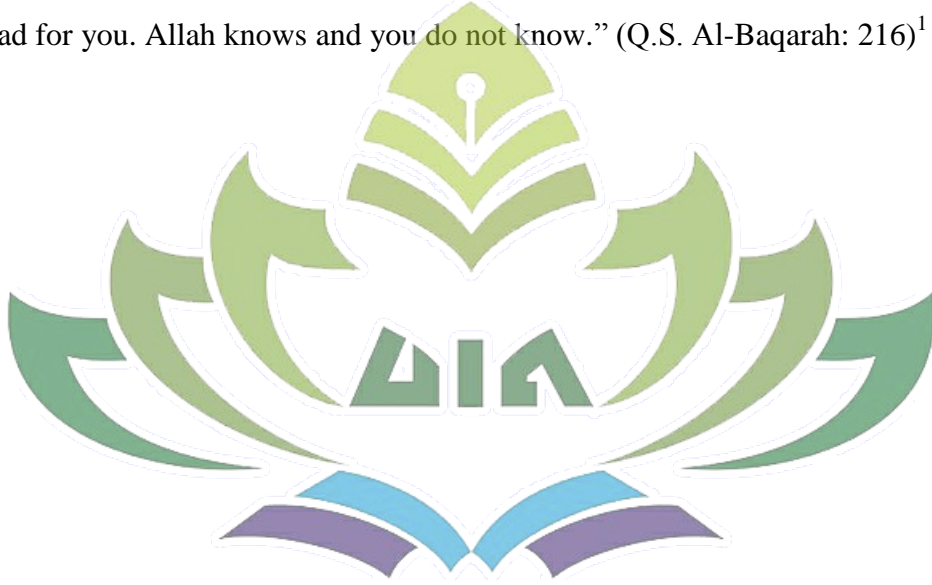


Alya Kayca
1611040276

MOTTO

كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهُ لَكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ
وَعَسَىٰ أَن تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَّكُمْ ۗ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

“Fighting has been made obligatory upon you (believers), though you dislike it. Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know.” (Q.S. Al-Baqarah: 216)¹



¹ Ahadi, “Qur’an Surah Al-Baqarah (QS 2: 216) in Arabic and English translation” (Online), available at: <https://www.alquranenglish.com/quran-surah-al-baqarah-216-qs-2-216-in-arabic-and-english-translation> (Accessed on April 19th 2021)

DEDICATION

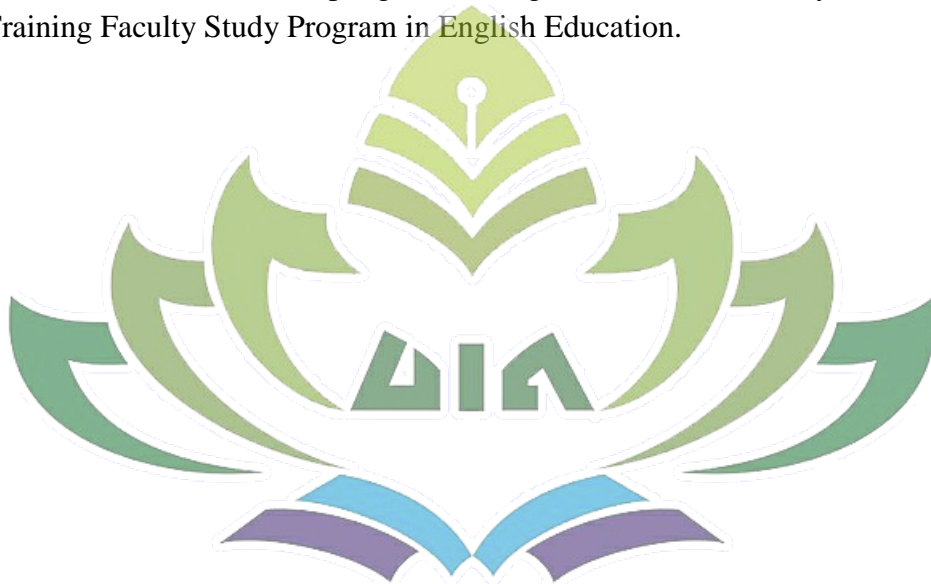
All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr. Defi Yanto and Mrs. Siti Nur Aida who always pray for my success and give me motivation and support to study hard until now. I love them so much, Allah blesses you mom and dad.
2. My beloved uncle and aunt, Mr. Afriadi and Mrs. Defi Yulia who always support, give advice, motivate and pray for me.
3. My beloved cousins, Buti Delya and Faiz Jamar who always give support and advice for me.
4. My beloved friend Ridho Apriyandi, thanks for your support and always teaches me how to keep my spirit.
5. My best friends, Anggraini Nurwala, Maghvira Soraya and Fannysa Paramitha who always help, give their motivation and support for my success, and all the students of English Education Study Program especially class F. Thank you so much for your help.
6. My beloved almamater and lecturers of UIN Raden Intan Lampung, who have made me grow and have contributed much for my self-development.

CURRICULUM VITAE

The name of the researcher is Alya Kayca. She was born on May 2nd 1998 in Metro, Lampung. She is the only child of a lovely couple Mr. Defi Yanto and Mrs. Siti Nur Aida.

The researcher began her study in Kinder Garten at TK Aisyiyah Metro Pusat in 2003 and finished in 2004. Then, she continued to Elementary School at SD 05 Metro Pusat in 2004 and finished in 2010. After that, she continued her study at Junior High School at MTs Muhammadiyah Metro Pusat and finished in 2013. Afterward, she continued her study at Senior High School at SMA Negeri 3 Bandar Lampung and finished at 2016. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education.



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This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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10. All of English Education class E has been being my biggest support since 2016 until now.

Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, April 19th 2021

The Researcher,



Alya Kayca
NPM.1611040276

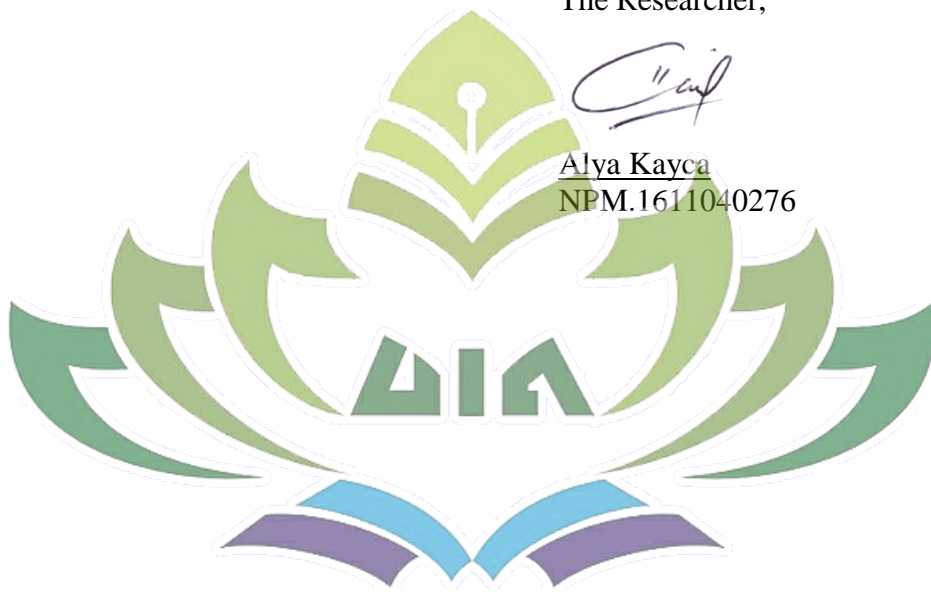


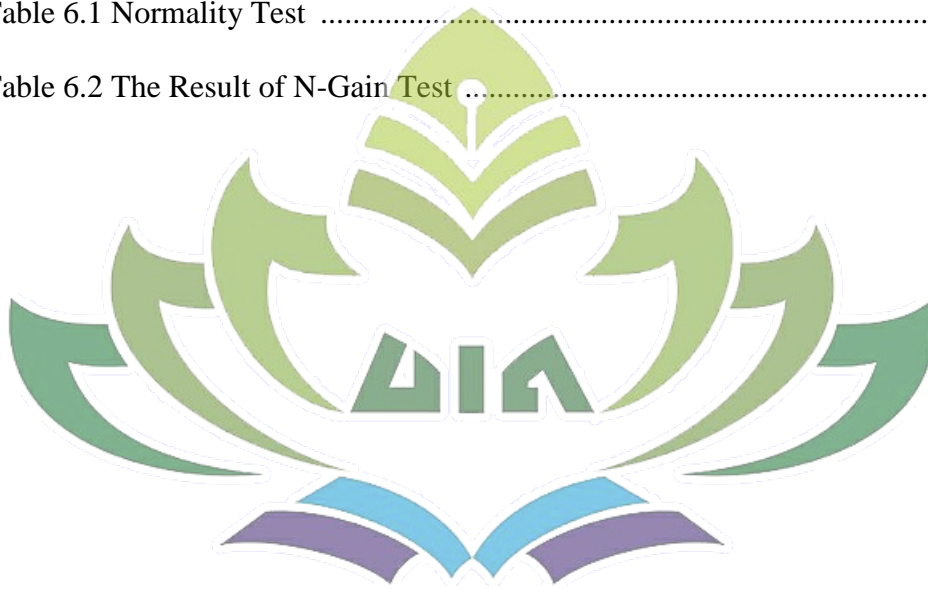
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CHAPTER I

INTRODUCTION

A. Background of The Problem

A number of English speakers around the world has been on the rise for many years. For most of Indonesians, speaking English is something horrible and hard to learn. Covid-19 pandemic has changed a lot of people's life, especially in teaching learning process. Luckily, we are still able to communicate with each other by using many online applications. Hence, learning speaking is not a hard deal and we can still do it even in this Covid-19 pandemic. According to Harmer, the skill of speaking encompasses fluent speech and knowledge of language features, as well as the processing of information and language instantly.² In today's global world the importance of English cannot be ignored since English is the most common language spoken everywhere.

The fact that so many people now use English as either a first or second language indicates that English is likely to remain a globally dominant language for many years to come and that makes speaking English very important. In the opinion of Harmer, speaking is the ability to speak fluently and require not only knowledge of language features, but also the ability to process information and language 'on the spot'.³ In speaking, there are some aspects that we can learn, such as fluency, accuracy (grammar and

² Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, (Cambridge: Longman, 2003), p.269.

³ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education, 2007), p. 284.

pronunciation), vocabulary and comprehensibility. Speaking English fluently is the key to open many doors of the world, and it is a chance that more and more people are taking every day.

Communication is the most important part of speaking and it is important to communicate the ideas as naturally as possible. Cameron pointed out that speaking is the active use of language to express meaning so that other people can make sense of them.⁴ Through speaking, people will be able to feel and understand what others convey in language. To have a good speaking ability, students have to always try to speak in English. They need to think straight and say what they exactly mean or get to the point. Speaking skill is chosen because most of Indonesians are still quite shy to speak English, therefore, it makes their speaking bad.

Based on the interview with an English teacher, Ms. Endang Tri Noviati on Tuesday, February 2nd 2021 at SMA Negeri 5 Bandar Lampung, the result was that in online class usually the teacher did not force the students to only speak English during the class. The teacher also did not have any task for students to speak up. She said it was hard for students to send video considering of the internet data. The teacher and the students use Google Class Room so there is no face to face interaction.⁵ The teacher did not give the oral task for the students, so there is no speaking activity. She mostly gave

⁴ Thomas A. Markus and Deborah Cameron, *The Words between the Space: Buildings and Language*. (London: Routledge, 2002), p.40

⁵ Endang Tri Noviati, An English Teacher of SMAN 5 Bandar Lampung, on Interview, February 2nd 2021.

the students writing task, hence the students never trained their English. It could be seen from the table below:

Table 1.1
The Students' Scoring Standard and Range in Speaking

Range	Qualification	Class				Total of Students	Percentage
		XI	XI	XI	XI		
		IPA	IPA	IPA	IPA		
		1	2	3	4		
90-100	Excellent	-	-	-	-	-	-
80-89	Good	4	2	1	1	8	6.5%
70-79	Fair	5	5	6	5	21	16.9%
60-69	Poor	7	9	8	7	31	25%
<60	Bad	15	15	15	19	64	51.6%
Total		31	31	30	32	124	100%

Source: The Data from English Teacher of SMAN 5 Bandar Lampung in The Academic Year of 2020/2021

Based on the table above, it shows that students' achievement in speaking is absolutely not optimal. From 124 students, most of them got less than 60, there were 64 students (51.6%). Meanwhile, the rest were 60 students (48.4%) who got the score above 60. We can conclude that students positively have problems in learning English, especially in speaking.

Related to the preliminary research, the problem can be concluded that the students' mastery in speaking is still low. It occurs because the teacher did not give the students oral task to train their speaking skill. Thus, she thought that it would not work because of the limited internet data that the student had. There should be a suitable technique as the way for the students' to improve their speaking skill. In this research, Talking Chips technique was applied.

Talking Chips technique is one of the teaching techniques of cooperative learning. In talking chip students participate in a group discussion, then they have to give a token every time they want to speak until all the tokens they have are all used. The aim of this technique is to ensure fairness participation by adjusting how often each group member is allowed to speak. This technique requires engagement from every participant which is especially beneficial for students whom tend to be passive in discussion. Talking Chips technique promotes healthy discussion of controversial topics, as well as solving problems that can arise in communication and among participants.

However, there are several studies which are done by some researchers. The first is “The Use of Talking Chips technique to Improve Students’ Speaking skill” by Intan Mahardika Kusumastuti.⁶ She implemented Talking Chips technique to the students in class VIII H of SMP Al-Islam 1 Surakarta in the academic year of 2015/2016. It can be concluded that the findings of this research indicate that the students’ speaking skill which covers comprehension, fluency, grammar, pronunciation, and vocabulary improved. The use of this technique can also improve the class atmosphere due to the activeness of the students in the learning activity.

The second is “The Effectiveness of Talking Chips to Teach Speaking Viewed from Students’ Intelligence” by Muhammad Iqbal Ripo Putra.⁷ He implemented this technique to the first semester students of the English

⁶ Intan Mahardika Kusumastuti, “The Use of Talking Chips technique to Improve Students’ Speaking skill” Vol. 07, Issue 2, Pancaran Pendidikan, (May 2018), p.111.

⁷ Muhammad Iqbal Ripo Putra, “The Effectiveness of Talking Chips to Teach Speaking Viewed from Students’ Intelligence” *Jurnal Pendidikan Bahasa*, Vol. 4, No. 1, (June 2015), p.125.

Education Department of a University in Pontianak. Some findings of the research are: (1) talking chips is more effective than peer tutoring method to teach speaking for the first semester students of the English Education Department of a University in Pontianak; (2) the students with high level of intelligence have better speaking skill than those with low level of intelligence for the first semester students of the English Education Department of a University in Pontianak; (3) there is an interaction between teaching methods and the students' intelligence to teach speaking for the first semester students of the English Education Department of a University in Pontianak. It can be concluded that the finding of Talking Chips is an effective technique to teach speaking that helps improvement of the students' speaking ability.

The last is "The Use of Talking Chips technique in Teaching Speaking" by Ahmad Junaedi.⁸ He implemented this technique to the students of Grade X in SMAN 3 Majene. The findings of this research are: 1) There was improvement of students' speaking skill, 2) The students were motivated to speak up during the teaching learning process. After conducting the research, it can be concluded that Talking Chips technique was significantly effective in teaching speaking for the students of Grade X in SMAN 3 Majene.

Based on the previous research above, it has been approved that Talking Chips technique can be implemented successfully to teach speaking in the class. The difference between this research and those previous research is that

⁸ Ahmad Junaedi, "The Use of Talking Chips technique in Teaching Speaking", *Journal of English Linguistic, Literature and Education*, Vol. 2 No. 1 (June 2020), p.9.

this research will see if there is any influence towards students' English speaking skill for the eleventh grade of senior high school. This research used Talking Chips technique, and the title of this research is "The Influence of Talking Chips technique towards Students' English Speaking skill at the second semester of the eleventh grade of SMA Negeri 5 Bandar Lampung".

B. Identification of the Problem

The problems in this research are as follows:

1. Students have low motivation in learning English.
2. Students always talk in Indonesian during the lesson.
3. Students are afraid and shy to talk in English.
4. Students lack of vocabulary

C. Limitation of the Problems

In line with the identification of the problem, the focus of the research was on the students' English speaking skill using Talking Chips technique. The decision was made by considering the material for the discussion. Factual report text was used as the material in the discussion, because it helped the students to share their own opinion about some topics of factual report text. It can help the students to train their speaking when they share their opinion in group to each other.

D. Formulation of the Problem

Considering the identification of the problem and the limitation of the problem above, the research question is “is there a significant influence of using Talking Chips technique towards students’ English speaking skill at the second semester of the eleventh grade of SMA Negeri 5 Bandar Lampung?”

E. Objective and Use of the Research

Based on the formulation of the problem above, the purpose of this research is to find out whether there is a significant influence of using Talking Chips technique towards students’ English speaking skill at the second semester of the eleventh grade of SMA Negeri 5 Bandar Lampung in 2020/2021.

F. Significance of the Research

1. Practically

The result of this research may be used as a consideration in taking decision of improving students’ english speaking skill and increase teacher’s performance, especially for English teachers in SMA Negeri 5 Bandar Lampung.

2. Theoretically

The result of this research are expected to support the previous theory of Talking Chips technique implementation that can contribute to the speaking class, especially in SMA Negeri 5 Bandar Lampung.

G. Scope of the Research

a. Subject of the Research

The subject of the research was the students at the eleventh grade of the second semester of SMA Negeri 5 Bandar Lampung.

b. Object of the Research

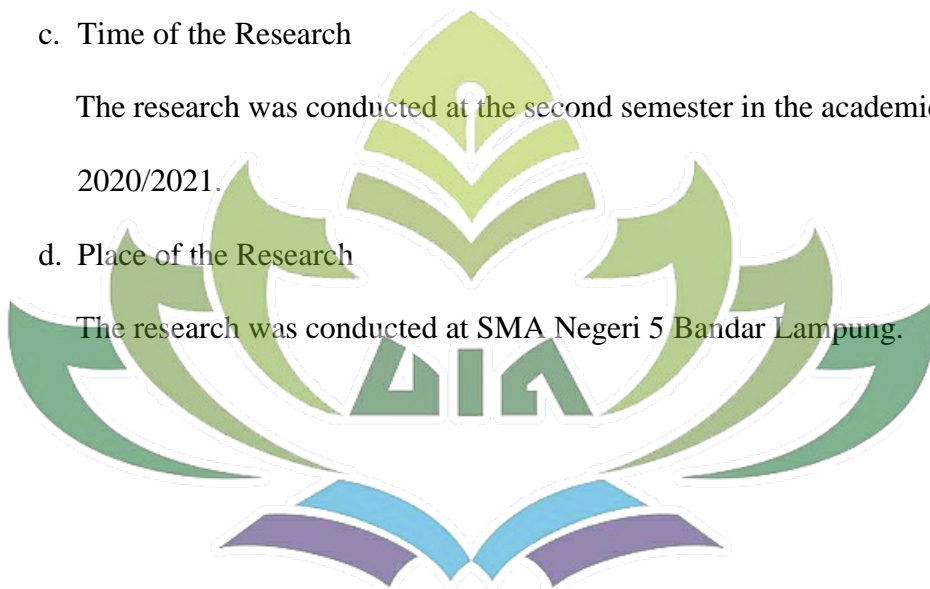
The object of the research was the influence of using talking chips technique towards students' English speaking skill.

c. Time of the Research

The research was conducted at the second semester in the academic year of 2020/2021.

d. Place of the Research

The research was conducted at SMA Negeri 5 Bandar Lampung.



CHAPTER II

THEORETICAL FRAMEWORK

A. Teaching English as a Foreign Language

English is considered as a foreign language in Indonesia. Some people still do not really care about English, even though it is very important in this modern era. Moreover, teaching English as a foreign language is quite hard. Brown states that teaching may be defined as showing or helping someone learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know or understand.⁹ Teaching English to non-native speakers is a challenging experience for teachers. In other words, language teaching is more than instructing a class, it is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment.

English as a foreign language (EFL) occurs in countries where English is not actually used or spoken very much in the normal course of daily life. According to Muhassin *et al*, in condition of Indonesia, many students still deal with some difficulties in English as Indonesians are more tend to teach and learn English as a foreign language (EFL).¹⁰ In these countries where English is spoken as foreign language, it is typically learned at school but students have little opportunity to use English outside the classroom and

⁹ H. Douglas Brown. *Principles of Language Learning and Teaching 5th Ed.* (New York: Pearson Education Inc., 2007), p.7-8.

¹⁰ Mohammad Muhassin, et.al. "The Impact of Fix Up Strategy on Indonesian EFL Learners' Reading Comprehension", *International Journal of Instruction*, Vol. 14 No. 2 (April 2021) p. 254

therefore little motivation to learn English. In contrast, English as a second language (ESL) is spoken in countries where English is an important and usually official language but not the main language of the country.

In learning English as foreign language, students are not only hoped to be able to use language, but also receive and get information. Harmer elaborated that many people start to learn English because they think it will be useful in some ways for international communication and travel.¹¹ English is the most used and spoken language around the world, it is also used in business, science, and technology. From that explanation, it can be concluded that learning English will help to increase more chances to get a job, participate in discussions, and improve networking skills.

In addition, according to Muhassin, English teachers can make language learning effective by implementing communicative activities. To build up such conditions, teachers can play out some activities, like games, role play, and dialogues, which invite students to speak or communicate with others during the lesson.¹² In other words, teachers need to be creative in creating a lesson through proper errands, where students can actively enjoy the lesson and be successful individually or within groups.

Based on the explanations above, it can be concluded that teaching English as a foreign language is a communicative activity where the teacher delivers knowledge of English by providing tasks or activities for the students, where they have to utilize the language in both written and spoken form.

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2007), p.265.

¹² Mohammad Muhassin "Teachers' Communicative Activities in Teaching English as A Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung", *Humaniora*, Vol. 7 No.4 (October 2016), p.485-486.

B. The Concept of Speaking

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Although speaking is totally natural, speaking in a language other than our own is anything but simple.¹³ It can be concluded that speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings.

1. The Aspects of Speaking

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, grammar and comprehension.¹⁴

a. Pronunciation

Pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable. There are some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).

b. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble

¹³ David Nunan, *Practical English Language Teaching*, (New York: Mc Graw-Hill Companies, Inc., 2003) p.48

¹⁴ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to language pedagogy*, (New York: Longman Inc., 2001), p.406

like thinking the word confusing the idea, etc.

c. Vocabulary

Vocabulary is the basic of language. It appears in every language skill.

It is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

d. Grammar

Grammar is the way to organize the words into the correct sentence.

This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

e. Comprehension

Comprehension is a student's competence to comprehend the whole thing that the speaker says to them. Good comprehension refers to good understanding. If someone's language understanding is good, it will affect the speaking ability.

2. Types of Speaking

Brown mentioned that language teaching is devoted to give an instruction in mastering English conversation.

He classifies the types of oral language into:¹⁵

a. Monologue or Extensive

In monologue, when one speaker uses spoken language, as in speech, lecture, reading, and news broadcast, the listeners must process long

¹⁵ H. Douglas Brown, *Language assessment: Principles and classroom practices*. (New York: Longman, 2004), p.273

stretch of speech without any interruption and the stream of the speech will go on whether or not the listener understands.

b. Dialogue or Interpersonal

Dialogue involved two or more speakers. As had been stated before, dialogue can be divided into transactional which is concerned with the transfer of information, and the interactional which has the primary purpose of maintaining social relationships.

From the explanation above, monologue will be used as the type of speaking in this research. It is because monologue can show the students' ability of oral language. The researcher will focus on the skill of each student to speak and express their ideas in front of the class.

C. The Concept of Teaching Speaking

Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking should improve students' communicative skills, because students can express themselves and able to produce sound of words or sentences.

Based on Nunan, teaching speaking is to teach English language learners to:¹⁶

1. Produce English speech sounds and sounds patterns,
2. Use words and sentence stress, intonation patterns and the rhythm of the second language,
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,

¹⁶ David Nunan, *Practical English Language Teaching*. (Mc Graw Hill: New York, 2003), p.48

4. Organize their thoughts in a meaningful and logical sequence,
5. Use language as a means of expressing values and judgments, and
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

It can be concluded that Talking Chips technique will be suitable to help the students improve their speaking and help them to explore their speaking skill, too.

D. The Concept of Talking Chips technique

1. Talking Chips technique

There are many techniques to teach speaking, one of them is Talking Chips Technique. Kagan explained that Talking Chips technique is a technique in teaching speaking which makes the students interested in speaking English. It is because this technique encourages the students to be active in the classroom and learns about cooperation in group. This technique also makes the students have chance to speak English, because in Talking Chips technique, students are divided into several groups and each member of group will have a role to speak English.¹⁷

Talking Chips technique is one of teaching techniques that can make the students' speaking skill improve. It can improve students' speaking ability because when the teacher applies this technique in the class, the students' are monitored to be active in the class, not only a student that dominates the speaking activity in the class. In addition, this technique forces the students to be active in the speaking activity in the class.

¹⁷ Spencer Kagan, *Cooperative Learning*, (San Clemente, CA: Kagan Publishing., 2010), p.17.

Furthermore, Bowers and Keisler share that Talking Chips technique ensures that everyone has an opportunity to share in a discussion. So, there is no gap between students who active to speak and those who are not. It also extends students speaking practice and students would have an equal opportunity to speak in the classroom.¹⁸

The chips which are used in this technique can be any kind of game token, a pen, pencil, eraser, slip of paper, or any other tangible item. These chips are given to the students to be used when the students want to speak. By using these chips, it will make the students have the same opportunity to speak in the classroom. If one student has two chances for speaking, the others also have the same opportunity to speak. Every time the student has spoken their ideas, he has to put the chip in the middle of the table. If the chips are over, he is not allowed to speak until the other students' chips are also over.

The students will be given the chip again if the discussion in the class is not finished yet. This technique is good to make sure that there will be no domination of one student to speak, meaning that all of students have the same portion of speaking up their mind in the class.

¹⁸ Bowers and L. Keisler, *Building Academy Language: Through Content-area Text*. (Huntington Beach : Shell Education., 2011), p,138.

2. Procedure of Talking Chips technique in the Class

There are some steps in implementing Talking Chips technique. Bowers and Keisler state that Talking Chips technique has 4 steps. They are:¹⁹

- a. Teacher assigns students to discuss the material of discussion in a group and gives each student a designated number of chips to use during the discussion.
- b. Teacher asks question or provides a text to the groups and gives students time to gather their thoughts and record some of their ideas.
- c. Teacher tells students that the chips they get are the minimum number of chips they must use during the discussion.
- d. Teacher asks students to discuss. They place a chip on the center of the table when it is their turn to speak.

3. Advantages and Disadvantages of Talking Chips technique

Every technique has its advantages and disadvantages, without exception the Talking Chips technique. Based on Gray²⁰ and Millis & Cottell²¹, Talking Chips technique has some advantages and disadvantages, such as:

- a. Advantages of Talking Chips technique
 - 1) Talking Chips technique provides students' opportunity to talk and give a challenge to the students.

¹⁹ Bowers and L. Keisler, loc. Cit.

²⁰ Dave Gray, *Gamestorming*, (Sebastopol: O'reiey Media. Inc., 2010), p.217.

²¹ B.J. Millis, and P.G. Cottell, *Cooperative Learning for Higher Education Faculty*. American Council on Education, *Series on Higher Education*. (Phoenix, AZ: Oryx Press., 1998), p.98.

2) This technique requires challenge in group work and manages discussion. Thus, every individual has a chance to contribute and no individual dominates the meeting.

3) Talking Chips technique helps students to see how they participate during group work.

4) This technique also develops teamwork skills and self-awareness.

This technique is probably best used to give students insight into effective teamwork and to solve problems of inequitable participation.

b. Disadvantages of Talking Chips technique

1) This technique can inhibit the natural flow of conversation since the procedure of this technique controls participations. But, this condition would make a chance for all the students to speak in the classroom.

2) This situation makes discussion feel stilted and artificial. But, in this case feel stilted and artificial would not disturb students' learning process since the discussion is going well.

Although this technique has some disadvantages, this technique has more advantages that can improve students' English speaking skill.

E. The Concept of Pair Work

Pair work is one of the techniques in cooperative learning and a classroom activity in which the whole class is divided into pairs. Suprijono emphasized, there is a method called Cooperative Learning which has a lot of techniques that makes the student participate actively in the class.²² Cooperative learning involves structuring classes into small groups that work together in such a

²² Agus Suprijono, *Cooperative Learning, Teori dan Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2013), p.54

way that each group member's success depends on the group's success. The idea of pair work is to improve listening and speaking skill by requiring students to exchange information with each other. As Lewis and Hill added, that Pair Work is one of the most important ways of achieving the amount of student talking time.²³ Pair work is the activity emphasized on oral and aural practice in pairs. So, this activity is suitable for the learners who want to be able to communicate in target language.

Pair work is learning to solve or do the task or problem between two people. Pair work provides great exchange opportunity for communication between students, and most of it is real communication. By doing the pair work, the students are directly involved in solving the problem and sharing the ideas to solve the problem. In pair work there is no leader to be pointed, since the members consist of two persons. Brown states that as students work together in pairs or groups; they share information and come to each other's aid.²⁴ They are "a team" whose players must work together in order to achieve goals successfully. So, it can be said that through those kinds of interaction, the students try to help each other to develop their knowledge.

1. The Procedure of Pair Work²⁵

- a. Before: teacher must follow the engage instruct initiate. This is because students need to feel enthusiastic about what they are going to do.

²³ M. Lewis & Jimmy Hill, *Practical Techniques for Language Teaching*, (London : Commercial Colour Press, 1985), p.45

²⁴ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York : Longman, 2001), p.47

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Essex: Longman, 2001), p.119

b. During: while students are working in pairs or groups, teacher has an ideal opportunity to work with individual students whom teacher feels would benefit from their attention. Teacher also has a great chance to act as observer, picking up information about students' progress and seeing if teacher will have to troubleshoot.

c. After: when pairs and groups stop working together we need to organize feedback. Teacher want to let students discuss what occurred during the group work session and, where necessary add their own assessment and make corrections.

2. Advantages and Disadvantages of Pair Work²⁶

a. Advantages of Pair Work

As claimed by Harmer, the advantages of pair work technique are:

- 1) It dramatically increases the amounts of speaking time any one student gets in the class.
- 2) It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- 3) It allows teachers time to work with one or two pairs while the other students continue working.
- 4) It recognizes the old maxim that 'two heads are better than one', and in promoting cooperation helps the classroom to become a more relaxed and friendly place. If we get students to make decisions in pairs (such as deciding on the correct answer to questions about a reading text), we

²⁶ Jeremy Harmer, *Op Cit.*, p.116

allow them to share responsibility rather than having to bear the whole weight themselves.

5) It is relatively quick and easy to organize.

b. Disadvantages of Pair Work

1) Pair work is frequently very noisy and some teachers and students dislike this. Teacher in particular worries that they will lose control of their class.

2) Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language. The chances of misbehavior are greater with pair work than in a whole class setting.

3) It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.

4) The actual choice of paired partner can be problematic especially if students frequently find themselves working with someone they are not keen on.

F. The Concept of Online Teaching and Learning

The whole educational system has been collapsed during the lockdown period of the corona virus disease (COVID19). In fact, lockdown is a state of the emergency protocol implemented by the competent authorities to restrict people from leaving their home resulting in mass quarantines and stay at home across the world since March 2020. Hence, all the school activities take place online at home.

It is important to find a way to integrate technologies to facilitate online teaching and learning for students and teachers. Mishra and Koehler defined Technology Pedagogy Content Knowledge (TPACK) as a basic concept of effective teaching that combining technology and pedagogical techniques in order to construct new interception from the existing knowledge among students.²⁷ TPACK framework thus becomes a productive way to consider how teachers could integrate educational technology into the classroom.

There are three major knowledge components from the foundation of TPACK framework as follows:

1. Content knowledge (CK) refers to any subject-matter knowledge that a teacher is responsible for teaching.
2. Pedagogical knowledge (PK) refers to teacher knowledge about a variety of instructional practices, strategies, and methods to promote students' learning.
3. Technology knowledge (TK) refers to teacher knowledge about traditional and new technologies that can be integrated into curriculum.²⁸

From all the explanations above, this research was integrated the procedure of Talking Chips technique by Bowers and Keisler with technologies to facilitate online teaching and learning.

²⁷ Punya Mishra & Matthew J. Koehler, "Technological Pedagogical Content Knowledge: A New Framework for Teacher Knowledge". *Teachers College Record*, Vol. 108 No. 106 (June 2006), p.1028

²⁸ *Ibid*, p.1026 - 1027

1. The Procedure of Online Teaching and Learning

- a. Before starting the class, there will be greeting and explanation of what will the students do and learn via Zoom Meeting Application.
- b. The students will need to prepare five coins as the chips that will be used during the discussion.
- c. The students will be divided into five groups, which consist of six students. Each group should make a group chat on Whatsapp Application, including the researcher.
- d. Then, there will be a text to discuss for each group and students will discuss it by using voice note on Whatsapp group.
- e. The coins that the students have are the minimum number of chips they must use during the discussion.
- f. Students start discussing. Each student will have five chances to share their thoughts about the topic given via voice message on Whatsapp group by turns.

G. Frame of Thinking

There are two variables in this research, they are independent variable (X) and dependent variable (Y). The independent variable (X) is Talking Chips technique and the dependent variable (Y) is students' English speaking skill.

Talking Chips technique gives the students opportunity to share their thoughts to each other and demands that students come to class well prepared. Compelling them to think out their arguments in advance and to answer their peers' questions and counter-arguments, it sharpens their powers of reason, analysis, and articulation. Through discussion using Talking Chips technique,

students are motivated for active learning. They are encouraged to develop critical thinking, decision making and communication skills.

Based on the description above, if the Talking Chips technique is applied correctly and appropriately, the students' English speaking skill would be better. Conversely, if Talking Chips technique is not applied correctly and appropriately, the students' English speaking skill will not increase.

H. Hypothesis

Based on the theoretical framework and paradigm above, the hypothesis are as follow:

1. Alternative Hypothesis (H_a): There is a significant influence of using Talking Chips technique towards students' English speaking skill at the second semester of the eleventh grade of SMA Negeri 5 Bandar Lampung in the academic year of 2020/2021.
2. Null Hypothesis (H_o): There is no significant influence of using Talking Chips technique towards students' English speaking skill at the second semester of the eleventh grade of SMA Negeri 5 Bandar Lampung in the academic year of 2020/2021.

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